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ABSTRACT

A model of social studies textbook analysis and evaluation is developed in this paper and is applied to the analysis and evaluation of the content on Hawaii in selected elementary school social studies textbooks. Innovative methods of content analysis and evaluation of textbook presentations were developed and applied to the subject of Hawaii to attain the widest scope of appraisal possible. The textual content was identified, categorized, and synthesized into a questionnaire. Based on the appraisal of the questionnaire by a jury of eminent scholars on Hawaii, the textual content was quantitatively evaluated for its accuracy, importance, and acceptability. The results of the individual textbook evaluation can help teachers and curriculum developers decide, both quantitatively and qualitatively, which textbook is preferable in such aspects as: the amount of coverage, accuracy, and distribution and importance of content. The structure of the paper is as follows: Introduction; Procedures; Quantitative Evaluation of the Textual Content; Qualitative Appraisal of the Textual Content; Summary and Recommendations; Tables; Selected References; and Appendix (bibliography of elementary social studies textbooks investigated). (Author/KSM)

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Quantitative and Qualitative Evaluation of Social Studies Textbook Content

Bernadyn K. Suh

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INTRODUCTION

Use of social studies textbooks in the classroom has been severely criticized, giving the impression that textbooks may shortly cease being used. Yet few of the critics have felt compelled to make a careful and relevant analysis of the objects they are denouncing.[1] Moreover, social studies textbooks still seem to hold a prominent place in the American school scene and, as Palmer[2] noted, it is difficult to locate a social studies classroom that functions without a textbook.

Some classroom teachers use the textbook as an essential teaching tool, but in too many classrooms the social studies textbook is the social studies curriculum. When one recognizes that, as Douglass[3] observed, most elementary school teachers are not directly prepared to teach the subject matter they are expected to cover, there is little wonder that the textbook dominates classroom procedures, both in the selection of content to be covered and in guiding the teacher's selection of learning activities.

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1. "Views and Previews," Social Education, 33: , No. 3, March, 1969.

2. John R. Palmer, "Selection and Use of Textbooks and Audio-Visual Materials," New Challenges in the Social Studies, Byron G. Massialas and Frederick R. Smith, editors (Belmont, California: Wadsworth Publishing Co., 1965), p. 156.

3. Malcolm P. Douglass, Social Studies From Theory to Practice in Elementary Education, (New York: J.B. Lippincott Co., 1967), p.52.

Social Education devoted the entire March 1969 issue to social studies textbooks. Readers were asked to vote on the question, "Should NCSS Evaluate Textbooks?" The basic premise underlying this question was the observation by John Ohles[1] that inexpert and prejudiced pronouncements on instruction or textbooks can be countered effectively only by expert, unbiased, and professional evaluation. Only through cognizance of the textbooks's prominent role in the social studies curriculum, can educators begin to remedy the plight of the highly criticized, yet widely utilized social studies textbook.

The textbook can create images that may be valid or invalid, depending on what information is presented and how it is presented. Therefore it is important that the content presented is adequately and accurately developed. Objective analysis and evaluation of textbook content by scholarly experts further help develop satisfactory textbooks. In this paper, therefore, a model of social studies textbook analysis and evaluation is developed. The model is applied, as an example, to the analysis and evaluation of the content on Hawaii in selected elementary school social studies textbooks.

Hawaii is our multi-racial state, where all racial groups harmoniously participate in the political, economic, and social life of the community. It is also our strategic military and commercial outpost between Asia and the continental United States. An increasing number of people are interested in Hawaii as a vacation site. However, most Americans learn about Hawaii through secondary sources of information, for example, travel advertisements, television, and movies. The elementary school child usually studies about Hawaii through social studies textbooks that present varying

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1. John Ohles, "Should NCSS Evaluate Textbooks?", Social Education, 33:321, March, 1969.

levels of information on the subject. As the results of the analysis and evaluation below indicate, the social studies textbooks often do not adequately or accurately present the realities of Hawaii. Therefore, the social studies textbook content on Hawaii appears to be particularly appropriate for analysis and evaluation.

PROCEDURES

Identification and Collection of Textual Content

The textual content on Hawaii in selected social studies textbooks was identified and collected. It was decided to limit the study to thirty-one textbooks published between 1955 and 1970, and designated for grades four, five, and six, where the bulk of the textbook material on Hawaii is centered.

The selected textbooks were first grouped by grade level and coded in the order of the amount of information presented. The content compiled from each of the textbooks was then examined paragraph by paragraph, and divided into recording units. In this study a recording unit is composed of a number of sentences from one or more paragraphs that sufficiently elucidate a definite idea or concept on the subject.

Categorization of the Recording Units

Categories differentiate and describe the content being investigated, and also define the limits of the aggregate of material being analyzed. After studying various possibilities, it was decided to capitalize on the category systems used in the Stanford Project directed by Dr. Paul Hanna. The Stanford Project provided the following two category systems to classify the content on Hawaii found in the social studies textbooks.

I. Basic Human Activities. The basic activities of man can be used as the basis of the social studies curriculum. Hanna described the scope of the social studies curriculum in these terms: "The scope is concerned with the what of the curriculum. The scope is defined as the basic human activities through which men have met their needs and solved their problems arising from man-to-man relations in social, economic, and political settings."[1] Hanna expressed the view that the basic human activities categories were universal in all societies, regardless of time or location.

The nine subcategories of the basic human activities are presented below with examples of recording units of the textual content on Hawaii, gleaned from the social studies textbooks examined.

Protecting and Conserving Human and Natural Resources and Property -- Today we know it is not easy for people to get leprosy. Doctors know how to cure people who have it. The hospital on Molokai no longer has many patients. Years ago, people did not wish to visit Molokai because they were afraid of getting leprosy.

Producing, Exchanging, Distributing, and Consuming Food, Clothing, Shelter, and Other Consumer Goods and Services -- The first Hawaiians had no metal or pottery. So tools, cooking utensils, and even houses were made from wood, stone, shells, or leaves.

Transporting People and Goods-- When Polynesians were looking for a new home, the canoes were crowded with carefully selected people, pigs, chickens, dogs, food, seeds, cuttings of plants, water, fishing equipment, and tools.

Communicating Ideas and Feelings -- The early Hawaiians had no schools or libraries in which to learn about the outside world. They had no written language.

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1. Paul Hanna, "Content in the Social Studies," John Michaelies (ed.), Social Studies in Elementary Schools, Washington: National Council for the Social Studies, 1962, p. 69.

Providing Education -- Missionaries from the United States had great influence in Hawaii, beyond teaching English and the Christian religion to the people. They learned the Hawaiian language and taught the people to read and write it, using twelve letters from the English alphabet.

Providing Recreation -- In winter you may enjoy skiing on the slopes of Mauna Kea.

Organizing and Governing -- Kings ruled the Hawaiian Islands at the time of Captain Cook and earlier. They were often at war with one another.

Creating Tools, Technics, and Social Arrangements -- Hawaiians hung a lei, a wreath of flowers around a departing visitor's neck, which meant they would be happy to have him come again.

Expressing and Satisfying Aesthetic and Spiritual Impulses -- The people were kind and generous in their daily lives, but their religion often included such savage customs as human sacrifice.

Most of the textbooks used in the current study presented both a historical background of the Hawaiian Islands and a view of modern Hawaii. Since old and modern Hawaii are two completely different societies, the decision was made to further amplify the category system of the basic activities of man by differentiating between the past and the present.

II. Factors in the Natural Environment. The factors in the natural environment are adapted from the following sixteen descriptive elements identified by Renner[1], and utilized in the Stanford Project.

Physical[2]
- Soils
- Atmosphere (weather and climate)
- Surface- water features
- Underground waters
- Rocks and minerals
- Landforms
- Littorals (coast lines, harbors, etc.)
- The oceans

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1. George Renner, et al., World Economic Geography (New York: Crowell, 1951), p. 20.

2. Ibid., p. 19.

Biotic
- Natural vegetation
- Native animal life
- Micro-organisms.

Spatial
- Space or area
- Natural situation
- Regional form
- Relative location
- Global position

Modification of the Category Systems

As various methods of collecting and categorizing the content on Hawaii were experimented with, it became obvious that two modifications had to be made in the category systems. The textual presentations dealt with two unique features about Hawaii, the people of Hawaii and the fact that Hawaii is an archipelago comprising of eight major islands. Many of the textbooks presented information about the people, without reference to any of their basic human activities. Many textbooks also presented information about the uniqueness of each of the eight islands. For complete coverage of the textbook presentations on Hawaii, it was thus necessary to add a category entitled People, referring to the population of Hawaii, and a category entitled Islands, which named the eight major Hawaiian Islands.

Synthesis of the Recording Units

After all the recording units of the textual content were categorized under the subcategories, those recording units that elucidated the same concepts about Hawaii were synthesized by combining them. The recording units with the most obvious agreement were easily synthesized leaving the less obvious material to be reconsidered. In this manner, the material was constantly reread, regrouped, and reclassified until it was reduced to the smallest number of discrete statements reflecting basically the same concepts or ideas that constituted synthesized units.

The original recording units gleaned from the thirty-one social studies textbooks for all of the major category systems totaled 950. After synthesizing the comparable recording units, a total of 286 synthesized units were identified.

Establishment of Intercoder Reliability

In content analysis, the researcher is mainly concerned with investigating the existing state of the content communicated. To ascertain objectivity in the content analyzed, reliability test should also be applied. Reliability can be measured by finding out if other persons, using the same techniques on the same material, will get substantially the same results. Two impartial coders were asked to read all of the recording units to confirm or reject the decisions of the researcher in synthesizing and categorizing the textual content. An intercoder reliability percentage (IRP) between the coders and the researcher was established by:

$$IRP = \frac{\text{Number of Units Agreed Upon}}{\text{Total Number of Units}} \times 100$$

Intercoder reliability on the synthesis of the recording units into the synthesized units was tested in the following three steps:

First Step: Coders read all of the recording units as well as the synthesized units, then agreed or disagreed with the researcher's synthesis.

Second Step: For those synthesized units upon which disagreements arose in the first step, both coders made suggestions for a different wording of the synthesized units, or investigated the original textual material to make suggestions. After discussing

the disagreements, the coders and the researcher were able to agree on some of the units previously disagreed upon.

Third Step: If disagreements persisted even in the second step, those units disagreed upon were separated, and the original textual content was again reviewed in the light of the coders' expressed views, and final decisions were made by the researcher.

The intercoder reliability percentages in the synthesis of the textual content between the two coders and the researcher were the following:

	First Coder	Second Coder
First Step	90%	87%
Second Step	7%	13%
Third Step	3%	

Intercoder reliability on the categorization of the textual content was tested in the following two steps:

First Step: Each of the coders independently analyzed all of the synthesized units and re-sorted them under the subcategories; then each coder and the researcher compared categorized units.

Second Step: For those categorized units on which disagreements arose in the first step, each person presented this rationale for placing the units in the particular subcategory. After discussing the differences, the coders and the researcher tried to reach agreement on the units previously disagreed upon.

The intercoder reliability percentages in the categorization process between the two coders and the researcher were the following:

	First Coder	Second Coder
First Step:	92.5%	96%
Second Step:	7.5%	4%

The coders and the researcher thus reached complete agreement by the second step of comparison. Such high reliability resulted from the simplicity of the categories used in the present study.

Construction of the Questionnaire

A questionnaire comprising the synthesized units on Hawaii, (now identified as questionnaire units) was the instrument used to collect data to answer the major question raised in this study. The questionnaire was decided upon as the most appropriate instrument for gathering the data. Van Dalen[1], for instance, supported the use of the questionnaire by noting that, for some studies or certain phases of them, it may be the only practical device available for presenting respondents with carefully selected and ordered stimuli that will elicit the data required to confirm or deny a hypothesis.

The questionnaire developed in this study was constructed with the view of making it possible to collect data that would appraise both the accuracy and the degree of importance of the textual content presentation. The questionnaire also provided space for juror's comments. Finally, the questionnaire needed to lend itself to whatever statistical treatment and descriptive analysis that might be applicable in the interpretation of the data collected. For example, dequacy was determined, as shown below, by combining the data pertaining to the accuracy and importance of the textual content.

In order to trace each questionnaire unit back to the original textbook recording unit from which the questionnaire unit was synthesized, code numbers of the original textbooks were listed next to the questionnaire units.

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1. Deobold D. Van Dalen, Understanding Educational Research, (New York: McGraw-Hill), 1962, p. 254.

The questionnaire, containing 286 questionnaire units, was divided into three sections, i.e., (1) Basic Human Activities, Past; (2) Basic Human Activities, Present; and (3) Factors in the Natural Environment (which included the additional subcategories of People and Islands).

Selection of the Jury Members and Their Appraisal of the Questionnaire

A jury of twelve scholars at the University of Hawaii was asked to participate in the study. Many of them were Hawaiiana scholars who taught courses on Hawaii. Ohles[1] supported the contributions of scholars to the improvement of textbooks, by observing that, despite the expertise of writers and publishers, many unnecessary errors find their way into textbooks. Factual accuracy can be best determined by the most recent state of a discipline and interpretations by the consensus of experts.

The twelve jury members were divided into three groups, each group composed of four individuals. Members of each group then individually appraised the same questionnaire units belonging to one of the three sections of the questionnaire. The appraisal by the jury was performed by checking the appropriate column provided in the questionnaire to indicate whether each unit was:

(1) Accurate or Inaccurate

(2) Important

  (a) Highly Important--essential to understand Hawaii, or

  (b) Moderately Important--desirable for understanding, but not essential, or

  (c) Unimportant--unnecessary to understand Hawaii.

A column was also provided for comments by the jury members.

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1. Ohles, op. cit., p. 322.

QUANTITATIVE EVALUATION OF THE TEXTUAL CONTENT

The quantitative evaluation of the presentations on Hawaii in the selected social studies textbooks was made primarily by using the jury's appraisal of the synthesized textual content, i.e., questionnaire units. New methods of textbook content analysis were introduced to determine as many assessments as possible of the data collected.

The Percentage of the Textual Content

The relative percentages of the textual content on Hawaii in the selected elementary social studies textbooks were determined by the line counting method, to determine whether sufficient space was devoted to the presentation on Hawaii.

The average percentage of lines relating to Hawaii for the fourth, fifth, and sixth grade textbooks are, respectively, 2.52%, 1.35%, and 0.83%. The overall average textbook coverage percentage on Hawaii was 1.58%. These percentages compare favorably with the percentages of 2%, 0.38%, and 0.18%, respectively, in the number of states, population (1970 Census), and area in Hawaii[1] against those of the total in the United States. Although such percentage indicators need not necessarily dictate the percentage of the textual content on Hawaii, it appears that the selected elementary social studies textbooks in general gave satisfactory attention to Hawaii.

Jury's Appraisal of the Questionnaire Units and Its Application to the Appraisal of the Textbooks

The primary task of this study was to determine quantitatively the accuracy and importance of the textual presentations on Hawaii, as revealed

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1. The World Almanac, 1972, Newspaper Enterprise Assoc., Inc.

by the appraisal of the questionnaire units by the jury members. The adequacy or "acceptability" of the textual content was also determined.

In order to quantify the jury's appraisal regarding the accuracy and importance of the questionnaire, each juror's appraisal was weighted by numerical values. Since inaccurate textual content contributes to misunderstandings and the development of erroneous concepts by students, a questionnaire unit that was appraised inaccurate was weighted -100, while the accurate recording unit was weighted +100. The weighted accuracy point of a questionnaire unit averaged for all four jury members thus ranged between -100 and +100, moving from the negative to the positive as accuracy improved. The zero weighted accuracy point indicated a midpoint accuracy in the jury's consensus, and the positive or negative weighted accuracy points, respectively, indicated that the questionnaire unit was relatively accurate or inaccurate.

Unimportant textual content may waste textual space that could otherwise be more productively utilized, but it may not create student misunderstandings. Therefore, an unimportant questionnaire unit was weighted by zero, while moderately and highly important questionnaire units were, respectively, weighted by 50 and 100. The weighted importance point of a questionnaire unit averaged for all four jury members thus was always non-negative, ranging from 0 to 100.

By so determining the accuracy and importance with numbers ranging (-100 to +100) and (0 to 100), respectively, it was possible to develop the concept of "Acceptability" of the textual questionnaire unit as:

$$\underset{\text{Point}}{(\text{Acceptability})} = \pm\sqrt{\left|\underset{\text{Point}}{(\text{Weighted Accuracy})}\right| \times \underset{\text{Point}}{(\text{Weighted Importance})}}$$

where the signs + or - were to be taken depending on whether the weighted accuracy point was positive or negative.

Note that the acceptability for the treatment of a highly important (Importance 100) questionnaire unit with high accuracy (Accuracy +100) is +100, while the treatment of a highly important questionnaire unit with high inaccuracy (Accuracy -100) is -100. This means that the highly accurate treatment of a highly important item is highly acceptable (Acceptability +100), while the highly inaccurate treatment of a highly important item may create misunderstandings of essential concepts by students, and therefore is highly unacceptable (Acceptability -100). Moderate acceptability results for the moderately accurate treatment of the highly important items, and also in general for the treatment of moderately important items.[1]

The jury's average weighted points of the questionnaire units in each of the three major categories (Natural Environment, Past Basic Human Activities and Present Basic Human Activities) for Accuracy, Important, and Acceptability were determined by adding the weighted points of all of the questionnaire units in each of the major categories and dividing them by the total number of questionnaire units in the major categories. The jury's average weighted points were also determined for all of the three major categories combined. The results of the jury's average weighted points of the questionnaire units are given in Table I (A).

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1. Note that Acceptability is zero when either the weighted Accuracy or Importance is zero. This may be avoided by modifying the formula introduced in this study for Acceptability. However, the occurrence of the zero weighted accuracy and importance actually obtained from the jury's appraisal was not frequent, and the formula introduced in this study for Acceptability served its desired purposes.

The researcher also made an independent evaluation of all the questionnaire units to compare her appraisal with the jury's. The questionnaire units were individually researched, and quotations from various references were written down to substantiate or refute the accuracy or inaccuracy of the units. The researcher used her judgment in determining the importance of each unit by taking into consideration the following factors:

1. The amount of space set aside by the textbooks on Hawaii is limited; consequently, the most essential information should have preference over less important information.
2. The information children should know about Hawaii.

The results of the researcher's appraisal of the questionnaire units are presented in Table I (B).

Table I (A,B) reveal that in both the jury's and researcher's appraisals of the textual content, the Present Basic Human Activities category was most accurately treated, while the Past Basic Human Activities category was treated least accurately. This contrasted markedly with the greater degree of success accomplished in treating important content relating to the Past Basic Human Activities.

Quantitative Appraisal of the Individual Textbooks

The quantitative evaluation of the jury's appraisal thus far has been concerned with the questionnaire as a whole. The questionnaire was composed of the synthesized recording units gleaned from the thirty-one social studies textbooks. However, in most elementary school classrooms, individual textbooks are used in the actual teaching of social studies. Therefore the quantitative evaluation of each individual textbook selected for investigation in this study was necessary.

By reviewing the code numbers of the textbooks listed next to the questionnaire units, it was possible to revert to the original textbooks to determine the original sources of the questionnaire unit. In this manner, all of the synthesized questionnaire units were traced back to the individual textbook. The jury's appraisal data on Accuracy, Importance, and Acceptability were then collected for all recording units from the individual textbook.

The number of recording units and the total weighted jury's appraisal points of these recording units for Accuracy, Importance, and Acceptability were gathered for each major category for the individual textbook. By using the data, the average Accuracy, Importance, and Acceptability points for the individual textbooks were calculated according to the major categories. The average Accuracy, Importance, and Acceptability for the textbooks on each grade level were then calculated, and the results are given in Table II. In Table II, the column of "Mixed Grade" indicates the average of the textbooks that simultaneously cover grades (4,5) and (4,5,6). Finally, the averages of all the textbooks investigated in this study are given in the last column of Table II.

An interesting finding noted in Table II is that the textbooks on the average treated content in the Present Basic Human Activities category most accurately (Overall Accuracy +55.4), in agreement with the results obtained from the jury's appraisal of the questionnaire units without actually referring back to the individual textbooks. However, the textbooks on the average treated content in the Factors in the Natural Environment category least accurately (Overall Accuracy +30.6). This result

contrasts with the result obtained above from the jury's appraisal of the questionnaire, where the least accurately presented major category was Past Basic Human Activities. However, such results are not contradictory, because the questionnaire as a whole does not necessarily reflect how the individual textbook is actually written. The results of the evaluation of the questionnaire itself, which was developed by eliminating repetition by synthesizing the individual textbook content, can deviate from the average of the individual textbook content evaluation, where the repetition of the same content by different textbooks is properly taken into account.

In regard to Importance, the textbooks presented the most important content in the Past Basic Human Activities category (Overall Importance 84.6). The textbook treatment of the content in the Present Basic Human Activities category also turned out to be most acceptable (Overall Acceptability +52.3), while the treatment of Factors in the Natural Environment category was least acceptable (Overall Acceptability +31.4). By grade level, fifth grade textbooks scored on the average most favorably on all accounts of Accuracy, Importance, and Acceptability. Although the textbooks on the average treated the topic of Hawaii reasonably satisfactorily, it is clear, as mentioned above, that many of the individual textbooks leave ample room for improvement.

The number of the original textbook recording units N_{or} gleaned from the individual textbooks that were synthesized into a single questionnaire unit varied from case to case. The number of questionnaire units N_q for which N_{or} original textbook recording units were synthesized are as follows:

N_{or}	1	2	3	4	5	6	7	8
N_q	119	53	28	9	14	11	9	11
N_{or}	9	10	11	12	13	14	15	16
N_q	5	3	6	6	0	2	3	2

Total number of questionnaire units: $\sum N_q = 286$

Total number of textbook recording units: $\sum N_q N_{or} = 950$.

Therefore, each of the questionnaire units was synthesized from as many as sixteen original textbook recording units. The number of questionnaire units, for each of which at least six original textbook recording units were synthesized, is fifty-eight, while on the average 3.32 original textbook recording units were synthesized into a single questionnaire unit.

In the process of synthesizing a number of original textbook recording units into a single synthesized questionnaire unit, it was not always possible to include every single detail of the statements in the original textbook recording units. Consequently some degree of modification may have occurred in the process. The degree of modification varied, and became more pronounced as the number of original textbook recording units synthesized into single questionnaire units increased.

In the process of synthesis, the chance of the modification in the direction of improving the original textbook recording unit in accuracy (and possibly in importance as well) is equally probable as the chance that the direction reduced its original accuracy. When all of the possible deviations in accuracy in the individual modification that arose in the process of

synthesis are added, the effects of the individual modification would average out, giving essentially insignificant changes in the textbook appraisal. Therefore the appraisal of the individual textbook content by using the jury's appraisal of the synthesized questionnaire units appears to give a reasonably good appraisal of the individual textbook content. This process of averaging out the effects of the modifications was also confirmed by the researcher by randomly selecting a few test cases.

Quantitative Appraisal of the Textual Content Distribution Within the Subcategories

It is essential that the amount of coverage of various aspects of a topic be proportionate to its relative importance. Therefore, in order to evaluate the adequacy of the textual content distribution, the jury members were also asked to rank the subcategories of the Basic Human Activities and Factors in the Natural Environment, in terms of their importance in presenting Hawaii to elementary school children. The jury's ranking of the subcategories in the order of importance was weighted from eight to zero for the subcategories in the Basic Human Activities, and from fourteen to zero for the subcategories in the Natural Environment. Because the weighted rank points were determined in an arbitrary ratio, in order to facilitate easy comparison, they were normalized, to determine the normalized ranking point "NRP", by using the formula:

$$NRP = \frac{\text{(Individual Total Subcategory Weighted Point)}}{\text{(Total Weighted Point for the First Ranking Subcategories)}} \times 100$$

The NRP and the simple consecutive ranking number of the subcategories according to the NRP are listed in Table III.

Reliability of the Jury's Ranking of the Subcategories

The reliability of the simple consecutive ranking of the subcategories on the basis of the jury's rankings discussed above, can be determined by using the Kendall's Coefficient of Concordance[1] W,

$$W = \frac{S}{H}$$

where

$$S = \sum_j \left(R_j - \frac{\sum_i R_i}{N}\right)^2$$

$$H = \frac{k^2}{12} N (N^2 - 1)$$

R_j = Jury's rank total for the j-th subcategories

k = Number of jury members

N = Number of subcategories ranked

The Kendall's Coefficient of Concordance W for the jury's rankings of the Basic Human Activities subcategories is 0.41, while that of the Natural Environment is even smaller (0.25). The relatively small Kendall's Coefficients of Concordance for both the Basic Human Activities and the Natural Environment subcategories rankings are revealed in Table III by the uneven spacings in the normalized ranking points among the subcategories. The effect of this uneven spacing is especially pronounced in the rankings of the subcategories for the case of Factors in the Natural Environment, where the ranking points overlap twice (in the ranks of ten and eleven).

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1. Sidney Siegel, Nonparametric Statistics for the Behavioral Science (New York: McGraw-Hill Co., 1956), pp. 229-239.

The relatively small Kendall's Coefficients of Concordance indicate that the significance of the simple consecutive ranking numbers given in the first columns of Table III for the subcategories was reduced. This can be seen, for example, in the case of the Factors in the Natural Environment where the rank one and two subcategories, respectively, possess 100 and 98 for their normalized ranking points. Because of the small difference in the normalized ranking points between the two neighboring ranks, a slight alteration of the jury's appraisal in the ranking can off set the balance of the ranking points between the two subcategories, and therefore can even exchange their ranking order.

However, one can note that the normalized ranking points NRP for the subcategories themselves remain meaningful in the sense that they accurately represent the jury's consensus of the importance of the subcategories. Therefore, by using the normalized ranking points, instead of the simple consecutive ranking numbers for the subcategories, a useful quantitative assessment of the textbook content distribution within the various subcategories can be obtained.

Quantitative Appraisal of the Textual Content Distribution

In order to make the quantitative appraisal of the distribution of the individual textbook content within the subcategories, by utilizing the normalized ranking points of the subcategories discussed above, the concept of the Distributive Coefficient D, for each individual textbook is introduced by:

$$D = K F C$$

where $$F = \frac{1}{3}\left(1 + 2\frac{A_s}{T_s}\right)$$

$$C = \frac{\sum_i N_i U_i}{\sum_i U_i}$$

K = Normalization factor

T_s = Total number of subcategories

A_s = Number of subcategories for which one or more recording units are allotted by the textbook

U_i = Number of recording units allotted by the textbook for the i-th subcategories

N_i = Normalized ranking points for the i-th subcategories

The factor C favors the distribution of the textual content to the more important subcategories, while the factor F favors the even coverage of all subcategories by the textbook. Therefore, the factors F and C together favor the inclusive textual content distribution in a proportionate rate according to the importance of the subcategories as indicated by their normalized ranking points. The normalization factor K is introduced to facilitate easier comparison of the data.

The properties of the Distributive Coefficient D discussed above, can be further explained by the following hypothetical examples. Consider the cases where six recording units are to be distributed in three subcategories, (a,b,c), for each of which the normalized ranking points are, respectively, 100, 50, and 25. Assume that the six recording units are distributed in the three subcategories (a,b,c) as in the cases of A, B, C,

L, and M shown below. Their respective F and G factors and the resultant Distributive Coefficient D can be determined as given below:

Sub-categories	(Normalized Ranking Points)	Cases A	B	C	L	M
a	100	3	2	1	0	6
b	50	2	3	2	2	0
c	25	1	1	3	4	0
F		1	1	1	0.77	0.55
G		71	63	46	33	100
K		1.41	1.41	1.41	1.41	1.41
D		100	89	65	36	77

Note that F is one for the cases of A, B, and C, because the six recording units cover all subcategories. However, F factor for the case L is 0.77 because the six recording units cover only two out of three subcategories. The F factor for the case M is still smaller with 0.55 because all of the six recording units are concentrated in one subcategory. Therefore, F factor favors inclusive coverage of all subcategories by the textbook.

On the other hand, case A has the largest G factor, while case C has the smallest one among the cases A, B, and C. The reason can be easily understood by noting that case A allotted the recording units in close proportion to the normalized ranking points, while case C is inversely proportionate in its distribution of recording units. Therefore, case A did better in the distribution of its recording units than case C. The allotment

of the recording units in the case of B is partly in a mixed order, and thus the G factor for the case of B lies between the cases of A and B. The G factor for the case of M is large (G = 100) by heavily concentrating on the most important subcategories, while the G factor for the case L is the smallest by heavily alloting the recording units in the less important subcategories. The normalization factor K is now introduced by:

$$K = \frac{100}{\text{Largest (FG)}}$$

which in the example given above is 1.41.

The Distributive Coefficient is thus larger as the recording units are inclusively distributed among the subcategories in close proportion to the normalized subcategory ranking points. The following examples illustrate the situation:

Case A: The recording units not only cover all the subcategories, but the recording units are also distributed in nearest possible proportion to the importance of the subcategories. The Distributive Coefficient D is 100.

Case M: The distribution of the recording units recognized the most important subcategory, but it failed to cover other subcategories. The Distributive Coefficient is considerably reduced to seventy-seven.

Case L: The recording units not only fail to cover all the subcategories, but also are heavily concentrated in the less important subcategories. The Distributive Coefficient is thirty-six, which is quite small.

Using the data of the distribution of the recording units in the subcategories, the researcher determined the Distributive Coefficient D for each individual textbook. The results are summarized below, where the number of textbooks that fall in a given D range is indicated.

Basic Human Activities

D Range	Number	D Range	Number
Over 20 to 30,	1	Over 60 to 70,	5
Over 30 to 40,	0	Over 70 to 80,	7
Over 40 to 50,	0	Over 80 to 90,	7
Over 50 to 60,	6	Over 90 to 100,	4

Natural Environment

D Range	Number	D Range	Number
Over 40 to 50,	3	Over 70 to 80,	5
Over 50 to 60,	8	Over 80 to 90,	5
Over 60 to 70,	3	Over 90 to 100,	3

The total number of textbooks here is less than 31, because some contain no recording units in the categories. The Distributive Coefficients for the Basic Human Activities are generally better than those of the Factors in the Natural Environment. This study shows that many textbooks fall short of satisfactory distribution of the textual content.

The Distributive Coefficient D was introduced in this study by a simple formula. But the coefficient can be modified to give more accurate

appraisal of the textbook content distribution. However, note that when the number of recording units examined is large, the simple formula used in this study can provide sufficiently good measurement of the distribution of the textual content.

QUALITATIVE APPRAISAL OF THE TEXTUAL CONTENT

Examples of textbooks presenting varying degrees of inaccurate-accurate, and unacceptable-acceptable content are presented with comments made by the jury members. The jury members in particular objected to the following two aspects of the questionnaire units:

1. The use of superlative adjectives such as "all" or "most" to describe facts or concepts on Hawaii, when adjectives like "some" or "few" would better describe reality.
2. The oversimplification of facts which distorted the essential meanings of concepts on Hawaii.

An example of a textbook's oversimplification and resultant distortion of Hawaiian history is presented by the following questionnaire unit.

Example 1 A selfish king came to the throne of Hawaii. He built himself a beautiful palace at great expense to his people. He spent thousands of dollars on fancy clothes. He thought his word should be the law. He even wanted to bring back the tabus. All this did not please his subjects. Some of them rebelled against him but the king was not overthrown. But he had to give in to some of the wishes of his people. When he died, his sister became queen.

This questionnaire unit was appraised as relatively inaccurate (-50), relatively important (75), and relatively unacceptable (-61.2) by the jury. The Jurors' comments were:

Juror One -- "Not so simple as this."

Juror Two -- "I suppose this is King Kalakaua. This is a very slanted view."

Juror Three -- "Absolutely false!"

The quantitative evaluation pointed out that the Past Basic Human Activities category was the least accurately presented by the textbooks, but appraised by the jury as the most important section. The following examples explicitly reveal the variance in different textbook's version of how the United States annexed Hawaii. The following three questionnaire units are from the subcategory, Organizing and Governing, in the Past Basic Human Activities category.

Example 2 Queen Liliuokalani was the last royal ruler of the islands. She was forced to give up her throne by the Hawaiian people who were tired of monarchs.

The questionnaire unit was appraised by the jury as highly inaccurate (-100), highly important (100), and thus highly unacceptable (-100). The jurors made the following comments:

Juror One -- "Mostly pro-American annexationists, not the Hawaiian people."

Juror Two -- "Haole (white men) minority was revolutionary. Hawaiians were certainly royalist."

Juror Three -- "She had to abdicate the throne because of sugar interests (American)."

Example 3 — In 1891 Queen Liliuokalani became ruler of Hawaii. She did not like what was happening in her country because there were more foreigners than natives, and planters and businessmen had too much control. She announced that she would rule Hawaii and there would be no more constitutional or representative government.

The questionnaire unit was appraised by the jury as moderately accurate (+50), highly important (100), and moderately acceptable (+70.7). One juror commented:

Juror One -- "No, she offered a new constitution."

Example 4 — A few white men (mostly Americans) started a revolution which was a quiet one with practically no fighting, because the captain of a United States warship had landed soldiers and marines to protect American lives and property. The revolutionists declared that Liliuokalani was no longer queen.

This questionnaire unit was appraised by the jury as highly accurate (+100), highly important (100), and highly acceptable (+100).

From the examples provided above, one can readily see how the different textbooks' presentations on Hawaii vary in quality. The difference in the treatment of Hawaii by the various textbooks range from the highly inaccurate to the highly accurate, and from the highly important, to the unimportant. Consequently, the content evaluations provided by this study[1] can help children studying Hawaii develop better understandings by using textbooks that provide the greatest amount of highly accurate and highly important content.

The jury members who participated in this study were cooperative and commented extensively on the questionnaire items. Their comments often reflected the high scholastic standards applied in appraising the questionnaire

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1. Bernadyn K. Suh, "An Analysis and Evaluation of the Content on Hawaii in Selected Elementary School Social Studies Textbooks" (Unpublished Ed.D. dissertation, Columbia University, 1970).

units. Some of the jury members also made comments on the overall textbooks' presentations on Hawaii.

Juror One:

> "I am very depressed by the serene, uncomplicated, probably unconscious assumption that change is always for the best, that Americans did it all here, that the only missionaries were Protestant. And by the almost total omission of material about Orientals, who make up the bulk of the population. Very partial view of things. And isn't it time kids were taught basic ecological considerations, since we are polluting ourselves out of existence?"

Juror Two:

> "I am pleased to see that someone is examining the wishy-washy, mish-mash of misinformation which, from this sample, is the diet to which school children are subjected on the nature of Hawaii. It is time it was looked at, exposed and hopefully corrected. Good Luck!"

Juror Three:

> "This is a topic worthy of research. It is appalling to note the simplistic approach to writing for children produces such horrible material. I began to wonder if history is a worthy study for the young."

Juror Four:

> ". . . as a writer for teenagers during the past forty years, I know how difficult it is to express complicated ideas in simple language. Therefore I have great sympathy for those who do publish, even though at times their errors are glaring."

SUMMARY AND RECOMMENDATION

Innovative methods of content analysis and evaluation of elementary school social studies textbook presentations were developed and applied to the subject of Hawaii, to attain the widest scope of appraisal possible. The textual content was identified, and categorized, to be synthesized into a questionnaire. Based on the appraisal of the questionnaire by a jury of eminent scholars on Hawaii, the textual content was quantitatively evaluated for its accuracy, importance, and acceptability.

The distributive coefficient was introduced to determine whether appropriate distribution of the textual content was made in the subcategories in proportion to their importance as ranked by the jury. The major findings in this study were the following:

1. By comparing various percentage indicators relating Hawaii to the entire United States, it appeared that the selected elementary social studies textbooks, in general, gave satisfactory attention to the topic Hawaii.

2. The evaluation of the questionnaire as a whole revealed that the textual content in the Present Basic Human Activities was most accurately treated (+54.7), while the Past Basic Human Activities was treated least accurately (+26.6). Greater success was achieved, on the other hand, in presenting important content on the Past Basic Activities (75.8), while the treatment of Natural Environment was least favorable (60.1) in importance.

   The findings also indicate that the treatment of the Present Basic Human Activities was most acceptable (+50.0) while the treatment of Past Basic Human Activities was least acceptable (+28.0).

3. The evaluation of the individual textbooks reveals that on the average, the textbooks treated the Present Basic Human Activities content most accurately (+55.4). The textbooks achieved on the average greater success in presenting important content on the Past Basic Human Activities (84.6) while the textual content on the Present Basic Human Activities was found to be most acceptable (+52.3). However, the content on the Natural Environment, on the average,

failed most on all accounts of accuracy (+30.6), importance (62.0) and acceptability (+31.4).

By grade level, the fifth grade textbooks scored, on the average, most favorably on all accounts of accuracy (+43.0), importance (76.0) and acceptability (+43.7).

4. In general, the textbooks treated the topic of Hawaii reasonably satisfactorily, however, great variance exists among the individual textbooks. The selected elementary social studies textbooks presented in overall averages: a) moderately accurate treatment (+37.0), b) fairly successful inclusion of the important textual content (74.5), and c) moderately acceptable coverage (+37.6) on Hawaii.

5. The Distributive Coefficient D evaluation for the individual textbook revealed that many textbooks failed to make satisfactory distribution of the textual content in proportion to the importance of the subcategories.

The results of the individual textbook evaluation can help teachers and curriculum developers decide, both quantitatively and qualitatively, which textbook is preferable in such aspects as: the amount of coverage, accuracy, distribution of content, and importance of content. By knowing the relative importance of the subcategories, one can also stress the coverage of important subcategories and de-emphasize the less important ones.

The following specific recommendations for changes in the textual content presentations of Hawaii are made:

1. The textual content on Hawaii is often too simplified, and distorted views of Hawaii are presented to the students. Essential information should be presented accurately, and should not be distorted through simplification.

2. The textbooks as a group presented more content on Old Hawaii and emphasized the contributions of western civilization to Hawaii culture. For example, most books talk about the contributions of the missionaires who developed the Hawaiian alphabet and the first written Hawaiian language. However, little reference is made to the deterioration of the lives of the Hawaiians because of the impact of western civilization.

3. Generally, too much emphasis was placed by the textbooks on the two major crops of Hawaii, pineapples and sugar cane. And not sufficient emphasis was placed on the people of Hawaii.

4. Often the racial composition of Hawaii was presented in an unrealistic manner, where everybody lives together peacefully and happily, unaware of racial differences. The textbooks should present a realistic view of the racial situation in Hawaii; prejudice does exist and should not be ignored.

5. Too often, the textbook presentations sounded like travel advertisements, which focused on the scenery and typical tourist sites. Instead, most emphasis should be placed on the real lives of modern Hawaiians, who have to cope with the problems of pollution, traffic jams, and other problems of living in a technological urban society.

6. Most textbooks mention Japan's attack on Pearl Harbor which caused the United States' entry into World War II. However, not a single

textbook examined mentioned the contributions of the Hawaiians of Japanese ancestry who fought bravely in Europe and emerged as the most decorated group of soldiers in the history of the United States Army.

7. The textbooks should emphasize the fact that in Hawaii, Americans of racial minorities can participate fully in the American way of life. Most stress should be on the daily lives of Hawaiians as they interact in a democratic society. And less emphasis should be placed on the different products of Hawaii, various places of interest, and bizarre aspects of life in Old Hawaii.

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TABLE I

AVERAGE WEIGHTED POINTS OF QUESTIONNAIRE UNITS IN MAJOR CATEGORIES

(A) JURY'S APPRAISAL

Major Categories	Accuracy	Importance	Acceptability
Natural Environment	+40.0	60.1	+35.2
Basic Human Activities			
Past	+26.6	75.8	+28.0
Present	+54.7	67.6	+50.0
Past + Present	+37.6	72.5	+36.6
Total	+38.5	68.1	+36.2

(B) INVESTIGATOR'S APPRAISAL

Major Categories	Accuracy	Importance	Acceptability
Natural Environment	+42.0	60.5	+27.4
Basic Human Activities			
Past	+39.8	72.1	+36.0
Present	+59.0	63.0	+47.5
Past + Present	+47.3	68.6	+40.5
Total	+45.5	65.9	+36.0

TABLE II

AVERAGE WEIGHTED POINTS OF THE TEXTBOOKS FOR EACH GRADE

Grade		Fourth	Fifth	Sixth	Mixed	Overall
Accuracy:						
Natural Environment		+23.1	+32.6	+31.6	+35.7	+30.6
Basic Human Activities	Past	+15.7	+40.2	+29.2	+11.7	+33.2
	Present	+57.5	+60.6	+22.8	+58.4	+55.4
	Past + Present	+40.5	+50.0	+25.5	+37.2	+44.5
Total		+30.6	+43.0	+20.8	+36.7	+37.0
Importance:						
Natural Environment		58.5	64.0	57.2	65.2	62.0
Basic Human Activities	Past	75.2	86.4	91.8	84.2	84.6
	Present	72.2	76.1	71.5	70.9	74.2
	Past + Present	75.3	81.4	82.4	72.8	79.5
Total		72.9	76.0	71.0	72.1	74.5
Acceptability:						
Natural Environment		+29.6	+32.6	+26.0	+35.6	+31.4
Basic Human Activities	Past	+17.8	+40.8	+36.1	+ 9.6	+34.6
	Present	+51.7	+57.8	+15.8	+63.6	+52.3
	Past + Present	+38.3	+49.3	+25.8	+39.9	+43.8
Total		+32.1	+43.7	+20.0	+37.5	+37.6

TABLE III

Basic Human Activ. Subcategories	Rank	NRP
Producing, Exchanging, Distributing, and Consuming Food, Clothing, etc.	1	100
Protecting and Conserving Human and Natural Resources and Property	2	98
Organizing and Governing	3	93
Providing Education	4	70
Creating Tools, Technics, and Social Arrangements	5	55
Communicating Ideas and Feelings	6	54
Transporting People and Goods	7	52
Expressing and Satisfying Aesthetic and Spiritual Impulses	8	45
Providing Recreation	9	18

Natur. Environ. Subcategories	Rank	NRP
Space or Area	1	100
Oceans	2	98
Global Position	3	91
Land Forms	4	83
Soils	5	77
Natural Vegetation	6	75
Relative Location	7	66
Natural Situation	8	64
Atmosphere	9	62
Underground Waters	10	51
Littorals	10	51
Surface Waters	11	47
Rocks and Minerals	11	47
Regional Form	12	40
Native Animal Life	13	38

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APPENDIX A

BIBLIOGRAPHY OF ELEMENTARY SOCIAL STUDIES

TEXTBOOKS INVESTIGATED

The following textbooks were the sources of the textual content on Hawaii presented in the questionnaire. The first set of numbers are the Code Numbers composed of two digits; the first digit represented the grade level, and the second digit represented the relative amount of content on Hawaii in comparison with the other textbooks on the same grade level.

Code Numbers	Textbooks
4-1	Cooper, Kenneth, Clarence Sorensen, and Lewis Paul Todd. Learning to Look at Our World. Morristown: Silver Burdett Company, 1967.
4-2	Ursula, Sister Mary. Geography Gateways. Boston: Allyn and Bacon Company, 1967.
4-3	Hanna, Paul, Clyde Kohn, and Robert Lively. In All Our States. Glenview, Illinois: Scott Foresman, 1965.
4-4	Dederich, Nellie, and Fay Adams. Your People and Mine. Boston: Ginn Company, 1965.
4-5	Cross, Herbert, and others. Exploring Regions Near and Far. Chicago: Follett Publishing Company, 1965.
4-6	Hagaman, Adaline, and Thomas Durrell. People and Resources of the Earth. New York: Harper and Row, Publishers, 1964.
4-7	Fraser, Dorothy, and Harry Hoy. Our State. Cincinnati: American Book Company, 1961.
5-1	Hunnicutt, C. W., and others. This is Our Land. Syracuse, New York: Singer and Random House Company, 1967.
5-2	Joseph, Sister Maria. Geography Gateways, The United States and Canada. Boston: Allyn and Bacon Company, 1967.

Code Numbers	Textbooks
5-3	Drummond, Stanley. Journey Through the United States and Canada. Boston: Allyn and Bacon Company, 1966.
5-4	Preston, Ralph, and John Tottle. Geography, United States and Canada. Boston: Heath and Company, 1966
5-5	Hanna, Paul, Robert Lively, and Clyde Kohn. In the Americas. Glenview, Illinois: Scott Foresman, 1962
5-6	Cooper, Kenneth, and others. The Changing New World, United States and Canada. Morristown: Silver Burdett Company, 1967.
5-7	Cutright, Prudence, and John Jarolimek. Living in the United States. New York: Macmillan Company, 1966.
5-8	Thurston, Ernest, Grace Hankins, and Lawrence Haaby. Homelands of the Americas. Columbus, Ohio: Iroquois Company, 1960.
5-9	Whittemore, Katherine, Melvina Svec, and Marguerite Uttley. The United States, Canada, and Latin America. Boston: Ginn Company, 1966.
5-10	Johns, Emlyn, Warren Nystrom, and Helen Harter. Within the Americas. Chicago: Rand McNally Company, 1961.
5-11	Mann, Kenneth, Edith Stull, and Henry Warman. Our Changing Nation and Its Neighbors. Boston: Allyn and Bacon Company, 1967.
5-12	Brown, Gertrude, Ernest Tiegs, and Fay Adams. Your Country and Mine. Boston: Ginn Company, 1965.
5-13	Fraser, Dorothy and Harry Hoy. Our Hemisphere. Cincinnati: American Book Company, 1961
5-14	Borchert, John, and Jane McQuigan. Geography of the New World. Chicago: Rand McNally Company, 1961.
5-15	Thurston, Ernest, Grace Hankins, and Lawrence Haaby. Our Country and Canada. Columbus, Ohio: Iroquois Company, 1961.
5-16	Sorensen, Clarence, Harlan Barrows, and Edith Parker. The American Continents. Morristown: Silver Burdett Company, 1968.

Code Numbers	Textbooks
5-17	Gross, Herbert, and others. Exploring Regions of the Western Hemisphere. Chicago: Follett Publishing Company. 1966
5-18	Burnett, Laurence, Lettie Lee Ralph, and Thomas Durrell. Life in America, Past and Present. New York: Harper and Row, Publishers, 1964.
6-1	Cutright, Prudence, John Jarolimek, Loyal Durand, and Hubert Anderson. Living as World Neighbors. New York: Macmillan Company, 1966.
6-2	Carls, Norman, Phillip Bacon, and Frank Sorenson. Knowing Our Neighbors in the United States. New York: Holt, Rinehart and Winston Company, 1966.
6-3	Drummond, Harold. The Western Hemisphere. Boston: Allyn and Bacon Company, 1965.
6-4	Thurston, Ernest, Grace Hankins, and Lawrence Haaby. Homelands Beyond the Seas. Columbus, Ohio: Iroquois Company, 1964.
(4,5)	Samford, Clarence, Edith McCall, and Floyd Cunningham. You and Regions Near and Far. Chicago: Benefic Press, 1964.
(4,5,6)	Samford, Clarence, Edith McCall, and Floyd Cunningham. You and the United States. Chicago: Benefic Press, 1964